

NGSTON MEMORIAL CHAPEL IN WESLEY FOUNDATION BUILD-NG, UNIVERSITY OF FLORIDA

Education Magazine

NOVEMBER-DECEMBER, 1942

Student Recognition Day Number

3216

NEWLY COMPLETED NEELY MEMORIAL WESLEY FOUNDATION BUILDING, PURDUE UNIVERSITY



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CHRISTIAN EDUCATION MAGAZINE

Boyd M. McKeown, Editor

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Student Recognition Day in 1942

Always an occasion of great significance and of large possibilities, Student Recognition Day in 1942 assumes unusual importance. College and high-school students just now are living in grim days. Their personal plans and fortunes are necessarily and inextricably enmeshed in the web of war. It has been officially declared that every able-bodied male student is destined for the armed forces and more and more the services of women students are being claimed by defense industries and by the army and navy auxiliaries. One university president recently said to his students, "You are merely loaned to this Institution for a time. Your ultimate places are on the battlefield or in full-time jobs in the war effort."

Even in a normal year there are abundant reasons why the local church should give a service on the Sunday between Christmas and New Year to the recognition of its high-school and college students. Those reasons center around the need of students for the stabilizing influence that comes from expressions of sympathetic interest on the part of the Church and the need of the Church for retaining hold upon the invigorating leadership actual and potential which resides in high-school and college youth.

To the first of these reasons the crucial year 1942 brings added emphasis. Students under the tension of knowing their lives are scheduled for disruption, either temporary or permanent, stand second only to the members of the armed forces in their need for the pastoral ministry of the Church.

They need words of appreciation, comfort, and counsel; they need to be told again and again of the grace that is all-sufficient; they need to be guided into a deepening Christian experience; and a Student Recognition service should send them away with a finer courage and an uplifted faith.

At best these students, especially the men, are probably due to have one or more years taken out of their lives while their programs of normal education mark time in the midst of the holocaust. At worst, their careers and perhaps their bodies are destined to be blown to bits.

Under such a realization students welcome and are greatly helped by friendly words and gestures from their home churches.

The mother of a college student recently said: "I'm making the most of my son's birthday this year because I don't know where he'll be another year. I may not be able to do anything for him then." In much the same spirit every local church might appropriately plan through a Student Recognition Day service to do all it can for its high-school-and college young people whom it has present in its midst this year but who by another Christmas may be in distant and dangerous places.

B. M. M.

W. F. + C. M. C. = M. S. M.

The above is not an algebraic equation or a formula from science. Neither is it a designation of some new governmental agency. It is merely an effort to express in simple terms the comprehensive nature of the Methodist Student Movement.

At times, and in the thinking of some, the Methodist Student Movement has been associated exclusively with the Church's program for its students on tax-supported and other non-Methodist campuses. Perhaps others have conceived of it as a program designed to serve only the students in Methodist colleges and universities.

In reality the Methodist Student Movement, with its genius for following and serving the Methodist student wherever he may go to college, has developed adaptations suited to both types of institutions. On the non-Methodist campus the Methodist Student Movement as the well-known Wesley Foundation provides the Methodist student with a church home away from home and on the Methodist campus the Methodist Student Movement functions through the Christian Movement Council to supplement the efforts of the college church and those of the college itself in the development of intelligent churchmanship. The Wesley Foundation plus the Christian Movement Council equals the Methodist Student Movement.

B. M. M.



Making Religion Respectable on the Campus

HENRY M. JOHNSON *

In 1939 the writer happened to be a member of a class studying the problem of religion on the college campus. A visitor, who had worked among college students for many years, was invited to speak to the students, and was asked to give his impressions of the state of religion in the colleges of his acquaintance. He was rather pessimistic concerning the college student's religion. Among many things he said in substance: "Religion on the college campus is at its lowest stage in the past twenty years. The ordinary religious service fails to come near the college student's everyday experience. Any idea of prayer is meaningless to the average student. Sometimes the college student comes to school with a prayer experience, but the psychology classes knock it out of him.

"He finds out that singing hymns has no meaning for him. The sermons he hears generally bore him, and he concludes that preachers have nothing to say. Very few students in our church-related colleges have an underlying philosophy of life or a Christian ideal. We might as well recognize that the Church is ministering to the 'left-overs' on the college campus.

"The average college student today doesn't give a rap about religion—and we should recognize that we are making a fizzle out of religion in the colleges. The average

college pastor doesn't even know where the student lives; he is a smug, complacent person, or he is a hail-fellow-well-met who has a recreational program for thirteen-yearolds." He painted for the class a rather dark picture of religion on the campus, and one came from the session feeling that something was wrong with the average college student and religion. Although his evaluation of the situation may have been overdrawn, there is some truth in the statement that religion must be made more respectable in our colleges. How can it be done?

(1) The administrative heads of our church-related colleges must support religion to the "hilt." We need a more congenial attitude toward religion and religious activities from our college administrators. It is not too much for the Church to ask that not only the presidents of our colleges, but anyone who holds an administrative position, give evidence of Christian ideals and practice.

Few students come into direct contact with presidents of educational institutions, but the mass of students are in close association with minor administrators, who, if not Christian, may give the student the general impression that religion is an elective and an extra-curricular activity. Some administrative officials of our church-related colleges

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are rarely seen in church on Sunday mornings, and it is obvious that such meager support of religion by these individuals becomes known to

the average student.

The administrative heads of our church colleges can also help to make religion respectable on the campus by securing the most competent leadership possible for the departments of religion and the religious organizations. We have followed too long the policy of employing cheap leadership for these important posts. One of our outstanding religious leaders in America has said that at the turn of this century any broken-down minister who had a hard-luck story could secure a position on the faculty of one of our largest eastern universities. Has this day entirely passed?

The department of religion in a church-related college should be as well equipped, if not better so, than any department in the institution. The teachers in these departments ought to be able to make religion attractive and real to the student. The leaders of our college religious organizations should be men of wide experience and their positions should be dignified by giving them faculty rating. In universities the student religious leader should be given a dean's rating and should take his place as an administrative official along with deans of other schools. He could thus guide and influence administrative action which has its influence upon the developing personalities in the student body. The same high standards which are insisted upon by the administrations for all departments of the college should also be required for the religious teachers and leaders.

Above all, the administrative officials of our church-related schools should combat the secularizing tendency which has lost so many institutions to the Church. A college can be respectable among the accrediting agencies and still be a Christian college. Too frequently we have supposed that in order to have a first-rate institution it is necessary to relegate religion to a required course in the freshman or sophomore year. Religion must become a part of the life and fabric of the church-related college which will raise every aspect of the institutional life to the religious level of experience. When this is accomplished, religion becomes a leaven in the life of the school, and makes of it what the Church intends it to

(2) Cannot religion be made respectable on the campus by selecting Christian teachers for the faculties, who, in teaching and in living, make a religious approach to the curriculum, and who share and give voice to their religious convictions? Cannot this be done even when teachers are dealing with the so-called "secular" subjects? If we load our faculties with teachers who are not congenial to the religious point of view, we do great damage to what religious convictions the student may have.

A graduate student of mine, a graduate of a church-related college, told me sometime ago that upon hearing of her decision to go into Christian service, her former teacher of biology said in substance: "I have given you an irreligious education; now you can get some religious education." If the Church allows its students to be taught by professors who undermine the Church in their classrooms, it is needlessly subjecting itself to a fifth-column activity.

Is it too much to ask that a faculty member in a church-related college be a Christian, whatever his special field of knowledge? If there are not enough prospective Chris-

tian teachers completing their graduate work in their respective fields, the Church would do well to enlist some from the undergraduate ranks and train them for Christian service and teaching. Every teacher in a Christian college ought to know enough about religion to realize that it does not conflict with any truth; and if his religion is so antiquated that he thinks it in conflict with science, the administrative heads of our schools should either send him to a school of religion in order to condition him, or they should look for better teaching material.

Our college administrators can also help to make religion respectable on the campus by doing all in their power to secure creative preaching personalities for the pulpits of our college churches. Our church leaders ought to be aware of the fact that poor leadership in houses of worship near the campus does not help create the right impressions in the minds of students toward religion. Students will not listen to dull and perfunctory preaching. We need to put our "best foot forward" in the church near the campus, for the average college student is forming his opinion of religious activities and leaders during this impressionable period of life. Our church leaders can help greatly at this point.

(3) A general overhauling of college chapel should also help to make religion more respectable on the college campus. All too often the students are herded into a general meeting of the student body for all sorts of purposes other than real worship. Visiting speakers, having some axe to grind, are brought before the students to speak of their specialties which may not at all be devotional in character. Faculty members are sometimes forced to take their turn at leading chapel

without knowing much concerning the content of a religious service. The writer while attending a chapel service sometime ago heard a French professor speak on the subject of the wearing apparel of French women, preceded by the great old hymn, "O God, Our Help in Ages Past."

College chapel should not be an omnibus service in which all sorts of extraneous material is "bootlegged" to students under the guise of worship. It should be a devotional service in which the student is brought face to face with God. If a convocation is needed on the campus as a clearing house for college matters, then let it be a convocation and not a hodge-podge of unrelated experience in the garb of religion. Students are capable of real worship when chapel services

Students themselves should have a definite part in the worship of college chapel. Administrators should seek the co-operation of students in worship, for worship is a corporate act. Moreover, worship cannot be enforced. We may enforce attendance, but the student may revolt and use the time for studying or woolgathering. If worship in the college chapel is designed to help the ordinary student live more abundantly and they see its relation to their everyday experience, they will respond to it, and religion will lose some of its "castor-oil" aspect.

are kept on a high plane.

(4) The state of religion on the campus will be greatly improved if students are given some opportunity for a social expression of their Christian ideals and faith. In the history of college religious movements the high points of religious interest among students have come from an attempt to put religion into practice. Students are activists. They want to do something about

their ideals. All too often religious leaders have allowed our religious approach to life to lapse into what the motion-picture theaters advertised in the 1920's as an "all-talkie"

program.

Our campus religious leaders sometimes feel that they have done an excellent job when they have organized a number of discussion groups. It is a sad commentary on our campus religious life that the high point of the religious activities for the year is the "Religious Emphasis Week" which is about one

hundred per cent talk.

We ought to connect the college student with the great social and religious movements of our time and give him an outlet for his religious ideals. When an indifferent student asks, "What's the use of religion?" we should be able to say, "Look at the record, brother." In order to show the indifferent student the value of religion we ought to be able to point him to some practical achievement.

(5) In an indirect way religion can be made respectable on the campus by producing the type of student which even the religiously indifferent recognizes as the *par excellence* in character and personality. The product of the Christian college is its excuse for existence. What right have we to levy on Christian parents an educational "double-tax," if it makes very little difference in the character of the student? What kind of products are we trying to produce in the church-related college?

A survey taken among one hundred church-related colleges several years ago revealed that on the whole these institutions did not have clearly conceived objectives. This study revealed that in the catalogs of these colleges only two had *specific* Christian objectives: viz., that "the goal

of the Christian college is Christian character." If we lose sight of our goals in our church-related colleges, and fail to produce the type of student who is a "walking argument" for the worth of religion on the campus, we have lost our case. Respect for religion on the campus will only come as that religion is made manifest in the lives of those who profess it.

Figures recently released by the Commission on Courses of Study indicate that 6,423 persons were enrolled in schools of Ministerial Training and Pastors' Schools during 1942 as over against 6,338 enrolled in similar schools in 1941.



Three European refugees at Hendrix College may all get their citizenship the "quick way" by fighting for the country that gave them refuge. They are, left to right: Andre Townsley, of East Orange, N. J., French alien; Arnold Nachman, New York City, and Walter Levy, Fort Smith, Arkansas, German aliens.

Aliens cannot enlist in the American armed forces; but if inducted, will find citizenship proceedings short-

ened.

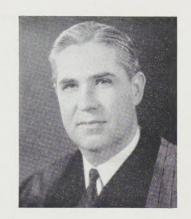
Why Churchmanship?

PAUL BURT *

The new awareness of the unique and indispensable function of the Chuch, which has lately arisen among us, has quite naturally led to a fresh appraisal of the qualities called for in the membership and leadership of the Church. Considerable attention has been given to a better preparation for the ministry. But the recent emphasis upon lay participation in the affairs of the Church has revealed that comparatively few laymen are equipped for the responsibilities they are called upon to assume.

Furthermore, events in the world about us have shown how the best of intentions are futile unless implemented through adequate discipline and training. If the Church is to be the effective instrument we all say we want it to be for the bringing of God's Kingdom into the world, it is high time we gave more attention to the preparation, not only of the ministers, but of each member, for the part he can and must play. There are, of course, many different ways in which this will have to be done: More careful instruction of membership before their admission; full use of the possibilities inherent in our church schools; a continuous and persistent program of education among the officers and adult members of our churches. But, besides all these, there is an opportunity to be found in every group of students related to some campus church.

Twenty-five years ago practically all of the voluntary religious activi-



ties of students were organized around the Y.M.C.A. and Y.W.C.A. The summer conferences to which students went for special inspiration and training in Christian work were those of the Associations and of the Student Volunteer Movement. The results were often magnificent, but just as frequently there was no way in which the ideals and energies inspired by these conferences could be channeled into the work of the Church. The procedures and technique learned were often inapplicable to the average congregation. Immensely helpful as has been the service of the Associations to our college youth, the Church has begun to realize that it cannot afford to turn over to any other agency the development of those students for future usefulness. but must undertake its own resolute and adequate program for training them in churchmanship.

A year ago the Wesley Foundation at the University of Illinois launched a program thus designed to give young people such definite training during their student days for service and leadership in the Church. This venture is called "A School of Churchmanship" and is based on these three convictions:

1. The Church of today and tomorrow can only be effective as the laity becomes better trained and

^{*} Pastor-Director of the Wesley Foundation at the University of Illinois, Urbana, Illinois.

equipped to carry on its various specialized functions.

2. On every hand young people are acquiring a competence in various areas of professional, business, and civic life. If they are to be conserved to the tasks of the Church, they must be equipped with equally definite knowledge and skills so that they may know where to take hold.

3. But the best way to learn is by doing. That is why the University has engineering and chemical laboratories. The Wesley Foundation is a laboratory where young people may learn by actually working and carrying responsibility in the Church

during their student days.

Our School of Churchmanship has brought new definiteness and vigor to this ministry among students. Our various activities and projects have all been conceived and tested not only as to how they may attract students, but in the light of how they can contribute to their practical training for service in the churches to which they will eventually go.

Thus the Student Council becomes an "official board," where students are kept aware of their responsibility in directing and managing a church-centered program. Each member of the council is the chairman of a department or a committee and is carefully trained in good committee procedure, enlisting the active co-operation of as many fellow students as possible. This proves invaluable as they are afterwards asked to fit into the organization of any local church or larger administrative unit.

A Membership Committee gives students actual experience in calling upon fellow students, pressing upon them the claims of the Church, and winning their co-operation and loyalty. A Finance Committee not only raises the necessary funds for

the student program, but trains students in the making and administering of budgets, in the proper control of funds, besides constantly emphasizing the importance of Christian stewardship. A World Service Committee carries the responsibility for missionary education and for building a world Christian community, beginning with themselves. A Religious Education Committee provides courses, both with and without university credit, seek to continue religious instruction at the college level. And some of these courses are devoted specifically to the study of the Church, functions, and its problems, while others are designed to turn out better church school teachers for the communities to which these students will go. A Worship Committee not only plans the various services, but carefully coaches the leaders and then evaluates the experience so that each year a considerable number of students are trained to make a real contribution in this most important art of wor-

A Social Committee not only provides fun and fellowship for all participating, but helps to discover a philosophy and technique of Christian recreation, much needed in our day. Our choir and orchestra are not only a fine opportunity for selfexpression and service, but also a very valuable training for those who may later be responsible for conducting church music. So also students visit hospitals, direct plays, cook and serve meals, and learn many other skills that can be immediately used as soon as they go back to their home churches or find themselves in some other community. Furthermore, through the extension department, with its deputation teams, students are made to realize that they do not have to wait

until they graduate to put into effect the knowledge and skills they may have acquired.

Some years ago a survey of the educational background of the lay leadership in Protestant churches revealed that their loyalty and effectiveness did not depend so much upon the particular kind of college or university they attended, but did very definitely depend upon whether or not they were actively related to some church during their student days. It is here, in our Wesley Foundations and campus churches, that our most valuable churchmen and churchwomen of tomorrow must be found and trained.

New Wesley Foundation Building, University of Florida

Projected in 1940 and completed without debt, the new \$36,000 Wesley Foundation building at the University of Florida (Gainesville, Florida) was dedicated last February by Bishop Arthur J. Moore.

Serving as a Student Center, the building includes the Livingston Memorial Chapel, with its lofty ceiling and fourteen foot windows; a social hall with a stage at one end, having been planned to serve many varied activities and purposes; a lounge which adjoins the social hall and is separated from it by accordion-like folding partitions (fireproof and partly sound proof); a kitchen conveniently located off the social hall; an office and living accommodations for four students. The entire structure is built around two essential needs; worship and wholesome social activity. Architecturally, the building harmonizes with the gothic style of the campus buildings.

Wesley Foundation Building at Purdue University Dedicated

OTTO SCOTT STEELE *

The new Neeley Memorial Wesley Foundation building at Purdue University (West Lafayette, Indiana) was dedicated with impressive ceremonies on Sunday afternoon, September 27. Doctor Otto Scott Steele, director of the Foundation. presided at the dedication service. Doctor Hiel D. Bollinger, secretary of the Department of Student Work, Board of Education, The Methodist Church, Nashville, Tennessee, gave the dedicatory address on "Christian Education at the University." Bishop Titus Lowe, resident bishop of the Indianapolis Area, Indianapolis, gave a brief address and conducted the ritual of dedication.

Following the dedication ceremonies, more than 800 persons attended a general reception and open house. The new building has been praised for its beauty and utility, and is pronounced as one of the best of its kind in the entire Church.

The building is a two-story and basement structure. It was made possible by the bequest of Thompson G. Neeley of Anderson, Indiana, who died in May, 1935. The building is a memorial to Hester Ann Neeley, aunt of the donor, whose name is carved into the stone door head, over the entrance to the student lounge. The cost of the building and furnishings is \$65,000.00.

The 55 teaching candidates in the graduating class of '42, Albion College (Albion, Michigan), were placed either in teaching positions or in other fields, making the efforts of the placement bureau 100 per cent successful.

^{*} Director, Purdue Wesley Foundation (West Lafayette, Ind.).

What Has the War Done to Student Work?

A. RONK BUHRMAN*

This answer to the question, "What has the war done to student work?" is based largely on the experience at one institution, the University of Florida, which is a men's school. However, an inquiry into Methodist student work at other schools reveals that we all have much in common in the problems created by the war.

In this article I shall name five serious changes in campus life due to the war, as they have a bearing

on our religious program.

(1) The Draft, Voluntary Enlistment, and War Jobs. Everywhere we have had serious disruptions with losses in personnel and decreasing student enrollment. For example, at the University of Florida the enrollment has fallen 18 per cent in two vears even with an abnormal increase of freshmen due to the encouragement given to high-school students to attend college. What is the meaning of this for student work? (a) It means, with a teacher shortage and an overload of work on fewer members of the faculty. less help from a group of Christian leaders many Methodist student organizations have leaned heavily upon. As counselors, teachers, and resource persons their assistance has been invaluable. (b) With younger students and fewer students of experience in religious work the quality of training which can be done is seriously affected. The caliber of student leadership is below par and the rapidly shifting college scene



makes for increasing instability. No longer can we plan as constructively as when we were reasonably sure of a student's four-year sojourn at college. The rule is: "What thou doest, do quickly."

(2) The Speeded-Up Curriculum. This generally followed plan to co-operate with the defense program has meant a set-back for education. Learning as experience has given way in greater degree than heretofore to learning as a cramming process. Schedules are overcrowded. On our campus convocations are to be held only on call. No hour is provided for such a meeting now.

There is the practice of awarding degrees to seniors going into service before time of graduation. In some situations this irregularity makes a mockery of the educational For Methodist student system. work the speeded-up program has this effect: religion is further compartmentalized and dissociated from the total educational process. There is time and place only for intensified classroom work. There is a practical side of the question, too. as well as a psychological: the more serious-minded student has less time than ever for religious activities.

Dr. Echols, Director of the Wesley Foundation, University of Alabama, has an interesting analogy of the relation between constructive

^{*} Director, Wesley Foundation, University of Florida, Gainesville, Florida.

work and the accelerated program. Says he, "It's like the hen trying to

lay an egg on an escalator."

(3) Transportation Restrictions. This works out for better and for worse. The better side is that there is less hitch-hiking and there are fewer all-out weekends in the uninhibited manner. Some of the great weekend exoduses used to be staggering in the demoralizing effect upon carefully planned Sunday programs in the churches. In student work, however, we are already feeling a loss which results from fewer intercollegiate student meetings.

(4) The Movement Toward a Lasting Peace. One of the most hopeful signs of our day is the attention given to the problems of peace and reconstruction. In the Church and out of the Church there is a movement toward a just settlement of the world-wide problems underlying the present conflict. It seems to be, by way of comparison with the settlement of the last war. stronger, more intelligent, more Christian, and more significant. The student has a stake in all this. "Winning the peace" is a live topic of discussion on many campuses and a matter of genuine concern to this student generation.

(5) The Mood of the Young Man Facing Induction into Service. This mood is described as serious and again as a kind of paralyzing fatalism. The apparent conflict may be explained as two moods: among some students there is a new seriousness of purpose, while among others there is the attitude, "What's the use?" when confronting any

The serious side is seen when a student is led to feel the need of a

constructive study or work.

definite affiliation with the church, knowing that the old ties will soon be broken as he goes into service.

The fatalistic side is seen in many hasty marriages and in indifference to studies, ending frequently in withdrawal from school.

This conclusion may be in order: every campus situation seems to offer new duties and new opportunities in these days. Student work now involves counseling with conscientious objectors and with students looking into a grim and uncertain future as they are about to enter the armed forces. (Of course. this latter group is the more considerable number. The percentage of C.O.'s is quite small.) In many instances training schools for the army and navy established on our campuses have brought a new group of constituents under the ministry of the Methodist student organizations. This has special significance when a Church or Student Center is near by giving opportunity for worship and social activity. Alumni work now means an interest in former students who are scattered over the world in camps, on ships, and in different lines of war work. Many are in combat zones. Experiments in keeping in contact with these men have proved rewarding, as is indicated by responses to letters, news sheets, and clippings sent out by the student groups.

In student work there is a great opportunity now, it seems to me, to give the Christian message to those who need spiritual security for the tests that lie ahead. It may be that we have been somewhat one-sided in considering the advice that "faith without works is dead." A maximum of "works" on a minimum of "faith" is a vain thing, too. Without getting too deeply into an argument on "activism," we should face the great, if not desperate, need for a faith for these times. No student group should fail to give worship its rightful place in its program.

The Religious Life of College Students as Expressed in the Methodist Student Movement

A Suggested Service of Worship for Student Recognition Day

December 27, 1942

H. D. BOLLINGER *

STATEMENT BY THE PASTOR:

Today is Student Recognition Day. It is being observed throughout Methodism while our students are home from college. The young people of our local church who plan to go to college, those who have been in college and are now home on vacation, and the members of our church who are former students are uniting in leadership today to direct our attention to the religious life of college students as expressed in the Methodist Student Movement.

Methodism has 134 Methodist schools, colleges and universities. In them there is provided a normal, healthy expression of religion in the lives of the students. There are also 110 Wesley Foundations in which the religious life of her students is expressed at state and independent colleges and universities. Also, there are not less than two hundred additional college and university centers where The Methodist Church is ministering to her students. In all of these there are organized groups of students that might be called Christian fellowships of faith on the campus. In the entire nation there are 200,000 Methodist college students who are potential leaders of the church of tomorrow.

In the Methodist Student Movement our students are given full opportunities for self-expression concerning their own ideas of religion. They face the general situation of their campus life in the light of the Christian religion. Through their religious organizations and through the local Methodist church at the campus, with the help of their adult advisors, the Pastor, and the Campus-Church Relations Committee (See *Discipline*, paragraph 1093), the students bring to bear the resources of the Church and of the Christian faith upon their problems. Thus they develop a program of discussion, study, worship and conduct. It is the student's expression of the Christian faith in terms of campus experience.

The local Methodist student groups in the colleges and universities of the land are organized into a great national fellowship. It is called the Methodist Student Movement. There are 31 state or regional groups. The Movement provides leadership training for students and adults, state and regional conferences, national gatherings, special observances, and all manner of such projects as caravans. It is a well-organized plan for the creative expression of the religious life of college students. From the local campus through the state and regional groups into the larger national gatherings, opportunity is provided by the Church for this full development of the religious life of the student. Through the organizations of

^{*} Secretary, The Methodist Student Movement Department, Board of Education.

the Methodist Student Movement, the students can express to the church

that which they feel they most need.

College students develop habits of study. Therefore, in the Methodist Student Movement, they have studied their deepest religious needs. As a result of this study, they have asked the question, In the light of these needs and our Christian faith, what shall receive the greatest emphasis in our Movement this year? This study was made in local groups, in four regional student leadership training conferences and in the national Methodist Student Commission. The latter is composed of the state and regional student leaders and their adult counselors.

Therefore, in our Student Recognition Service today, our attention is directed to the main emphases of "The Religious Life of Students as expressed in the Methodist Student Movement." We are happy to have members of our own church, participants in the great National Methodist

Student Movement, lead us in this service.

Hymn: No. 266 (The Methodist Hymnal)

Scripture Lesson: Philippians 2:1-18.

ANNOUNCEMENTS

OFFERING

STATEMENT BY A COLLEGE STUDENT:

Last summer the Methodist Student Movement conducted four regional student leadership training conferences in as many different parts of the nation. Not less than 425 leaders of the Methodist Student Movement were in these Conferences. Students and adult counselors together planned the program. Special attention was given to the religious needs of the students as they themselves defined them. The programs were then conducted in a manner that was especially designed to meet these needs in the light of the Christian religion. The following seven emphases were in those conferences and are being given special emphasis in the Methodist Student Movement this year:

1. The essentials of the Christian faith. The students believe that it is fundamentally necessary to know the great essentials of the Christian

faith.

2. An understanding of the Bible. It is one thing to know about the Bible; it is another thing to know the Bible. Therefore, the students believe that in order to have an intelligent, practical understanding of the Christian faith, it is necessary to have a proper interpretation and understanding of the great guidebook of the Christian faith, the Bible.

3. Training in Christian Churchmanship. Students are aware of the fact that too many of their number are religious illiterates. Therefore, they propose to know not only the great essentials of the Christian religion but the meaning and function of the Church in modern society. Furthermore, they propose to be intelligent Christian laymen and desire to be trained in a manner that will help them to function most effectively as Christian laymen in the Church.

4. Christian conduct on the campus. The college campus has many interests and activities. The Christian college student knows that, if

his religion is to be practical, he must be Christ-like in the community of which he is a part, namely, the campus. Therefore, he would be a part of the religious organizations of the campus and community.

5. A faith for these times. The student knows what is happening in his world. Like all others he feels the tensions of the times and the strains on his faith. Therefore, the Christian college student will dig deeper into the resources of the Christian faith and the power of God

in order to have an adequate faith for these times.

6. Working for a just and durable peace. It will be necessary for Christian people to suggest the ideals by which our world society will ultimately have to be guided if a just and durable peace is achieved. Christian college students, in the belief that it is not too early to begin this task, are studying the ways and the means by which such a peace

may be attained.

7. An understanding of the Christian World Community the universal fellowship of Christian believers. Through the missionary enterprises the Christian Church has belted the globe with "colonies of Christ." Students would understand the world mission of the Christian faith and know the missionary enterprise at home and abroad in the belief that it is the ultimate, best way to establish the Kingdom of God on this earth.

A RESPONSIVE SERVICE

(The following is a responsive service in which a number of persons can take part. It can be changed in any way that will best fit the number of persons participating. It is suggested that the Scripture references in parentheses be not read.)

Adult: What are the Essentials of the Christian Faith?

Students: A belief in God, the Father.

All uniting:

".... We have one Father, even God." (John 8:41b) ".... The Lord our God, the Lord is one; and thou shalt love the Lord thy God with all thy heart, and with all thy soul and with all thy mind and with all thy strength." (Mark 12:30a)

". . . . yet to us there is one God, the Father, of whom are

all things, and we unto him." (I Cor. 8:6)

"God is a Spirit: and they that worship Him must worship in spirit and truth." (John 4:24)

in spirit and truth." (John 4:24)

The revelation of God, the Father, through Jesus.

Students: All uniting:

"I and the Father are one." (John 10:30)

"I came out from the Father, and am come into the world: again, I leave the world, and go unto the Father." (John 16:28)

".... he that hath seen me hath seen the Father" (John

14:9)

Students: A proper understanding of the Bible as the guide book of Christian faith.

All uniting:

".... If ye abide in my word, then are ye truly my disciples;

A knowledge of the Kingdom of God.

free." (John 8:31b, 32)

14:23)

Students:

All Uniting:

and ye shall know the truth, and the truth shall make you

"Therefore shall ye lay up these my words in your heart and in your soul...." (Deut. 11:18a)
".... If a man love me, he will keep my word." (John

"But seek ye first his kingdom, and his righteousness"

(Matthew 6:33a) "... for it is your Father's good pleasure to give you the kingdom." (Luke 12:32) Students: The Kingdom of God is like unto: Congregation: ". . . . a grain of mustard seed and it grew" (Luke13:19) Students: The Kingdom of God is like unto: Congregation: ".... a leaven till it was all leavened." (Luke 13:21) Students: The Kingdom of God is like unto: Congregation: ".... children to such belongeth the Kingdom." (Luke 18:16b) Students: The Kingdom of God is like unto: Congregation: "... seed ... cast upon the earth." (Mark 4:26) Students: The Kingdom of God is like unto: Congregation: "...a treasure a man found." (Matthew 13:44) The Kingdom of God is like unto: Students: Congregation:

"... a merchant ... found one pearl of great price."

(Matthew 13:4 (Matthew 13:45) The Kingdom of God is like unto: Students: Congregation: "... a net, that was cast into the sea, and gathered of every kind." (Matthew 13:47) "Thy Kingdom come. Thy will be done, as in heaven, so on All Uniting: earth." (Matthew 6:10) An understanding of the true nature of man. Students: Congregation." Behold what manner of love the Father hath bestowed upon us, that we should be called the children of God; and such we are." (I John 3:1) Students: Blessed are: All Uniting: ".... the poor in spirit" Matthew 5:3) ... they that mourn ... " (Matthew 5:4) ... the meek ... " (Matthew 5:5) ".... they that hunger and thirst after righteousness" (Matthew 5:6) 17

"... the merciful...." (Matthew 5:7)
"... the pure in heart..." (Matthew 5:8)
"... the peacemakers..." (Matthew 5:9)

"... they that have been persecuted for righteousness sake." (Matthew 5:10)

Students: Ye are:

"... the salt of the earth" (Matthew 5:13)
"... the light of the world" (Matthew 5:14) All Uniting:

An understanding of how a Christian should live. Students. All Uniting: "Let your speech be, Yea, Yea; Nay, Nay (Matthew 5:37)

"But be ve doers of the word, and not hearers only" (James 1:22a)

Your righteousness shall exceed the righteousness of

the Scribes and Pharisees " (Matthew 5:20)

"... be reconciled to thy brother" (Matthew 5:24) "... if thy right eve causeth thee to stumble, pluck it out " (Matthew 5:29)

". . . . resist not him that is evil." (Matthew 5:39) ... love your enemies" (Matthew 5:44)

"... and when ye pray ... pray to thy Father who is in secret ' (Matthew 5:6)

"Lay not up for yourselves treasures upon the earth"

(Matthew 6:19a)

"Be not anxious for your life, what ye shall eat, or what ye shall drink " (Matthew 5:25)

"Judge not that ye be not judged" (Matthew 7:1)

"Therefore by their fruits shall ye know them."

(Matthew 7:20)

PRAYER BY A STUDENT:

Our Heavenly Father, we thank Thee for the great essentials of the Christian Faith. We thank Thee for the written record of them in the Bible. We praise Thee for the understanding which we have of Thee through Jesus. We thank Thee for the Church, the body of Christ. We praise Thee that man is made in the image and likeness of God. Help us to live in a way that elevates man and glorifies God. Grant, our Heavenly Father, we pray Thee, that we may be Christ-like persons in the society where we live, whether it be on the campus, in the community, or in the Church. As we seek to establish the Kingdom of God on this earth, grant that Thy presence and Thy Power may be with us. Amen!

PRESENTATION OF STUDENTS (HIGH SCHOOL AND COLLEGE: BY THE Pastor)

HYMN No. 558 The Methodist Hymnal (Tune: No. 162)

TALKS BY STUDENTS:

(It is suggested that, at this place in the service, there be two or three talks by students. One of the talks might be about "The Methodist Student Movement." Information for such a talk may be secured by writing to the Methodist Student Movement, 810 Broadway, Nashville, Tennessee. Two talks might be given by students from different kinds of campuses if

there be such in the congregation. For instance, both could use the same subject, "The Religious Program on our Campus." It is suggested that one student from the nearest Methodist college be selected and the other student from the nearest Wesley Foundation. A fourth talk might be given on any one of the seven main emphases of the Methodist Student Movement, as given in this service. They are:

1. The Essentials of the Christian Faith.

2. An understanding of the Bible.

3. Training in Christian Churchmanship.

4. Christian conduct on the campus.

5. A faith for these times.

6. Working for a just and durable peace.

7. An understanding of the Christian World Community.

HYMN: No. 279 (The Methodist Hymnal)

BENEDICTION

(The Scripture references are selected from the American Standard Version of the Bible.)

Suggestions for the Observance of the Day

In order that Student Recognition Day may be properly observed, plans should be carefully made well in advance. The following suggestions are made in the hope that they may be helpful to those who are making such plans.

1. A committee should be appointed by the pastor of the local Methodist Church to make plans for the observance of the day. If possible, the committee should be composed of alumni of the nearest Methodist college and

of the nearest Wesley Foundation.

2. The committee should prepare a complete list of all members of the Church who are away at college. In addition, the list should include such young people as have enjoyed the fellowship of the young people's department or agencies of the Church and are now away at school. The total list should be printed in the church bulletin or on a separate mimeographed sheet, giving the names of the students and the colleges they attend.

3. The committee should also have available a list of the high-school seniors who will probably be going to college. The list should have the names of those who are members of the Church and of others who are ac-

tive in the life of the Church.

4. As the time for Student Recognition Day draws near, certain student leaders should be selected for the talks that will be made at the service. Suggestions for the topics that may be used are made in the prepared services of worship. The committee will naturally think of other subjects, such as "The Program of Religion as It Is Conducted at Our Colleges," "The College Student and the Church," "What Religion Means to the College Student."

5. The committee should call the attention of the congregation to the fact that Student Recognition Day is being observed throughout Method-

ism.

6. In the service a collegiate atmosphere should be observed. Young people should be used for ushers, collectors, special music, talk or addresses, and for other features of the program.

Book Reviews

Public Relations for Higher Education, by Stewart Harral. University of Oklahoma Press, Norman, Okla. 1942. 292 pp. \$3, cloth.

An encouragement to the college president; a reminder to the absent-minded professor; a source book for the public relations expert and counselor in publicity; an adviser to the alumni; an interpreter to the supporting public of the purposes and aims of Higher Education; and a promoter of better understanding between town and gown—Public Relations for Higher Education comes as a timely answer to many problems facing educational institutions and public relations advisers today.

As the title indicates, this book is not written for the student of journalism. It is rather a handbook on the techniques of building good will. The verse appearing on the flyleaf— "Use what language you will, you can never say anything but what you are"-and the author's definition of public realtions as ". . . . a recognition of the necessity for making the acts and philosophies of one part of the public understandable to other parts of the public" (p. 19)—in a measure set the tone of the book which is written in graphic and scholarly style.

The author makes good use of his experience as professor of journalism and former newspaper man in pointing out the importance not only of telling the story of Higher Education but of telling it in a way that will make the story understood, and of using varied media for making effective the institution's message and relating it to the social scene.

The book is enlivened by the use of real life photographs, charts, and graphs. Chapter titles include "Guideposts to Goodwill"; "Prexy Is a Superman"; "Alumni Also Serve"; "Say It with Pictures"; and other striking subjects.

Maud M. Turpin.

Toward a United Front

Gratifying reports of increasing co-operation of colleges and Conference Boards of Education continue to come from all sections of the Church. Such reports are indicative of a growing appreciation of the essential unity of Methodism's educational program and of the dual relationship held by the Executive Secretary to both the college and the local church phases of the program.

Southwestern University (Georgetown, Texas), in the recent ceremonies in which its new President, Doctor J. N. R. Score, was inaugurated, extended a merited recognition to the five Conference Boards of Education of the State of Texas. In the academic procession each of the five Boards was officially represented by the President and the Executive Secretary.

From West Virginia came reports of excellent co-operation between West Virginia Wesleyan College and the Conference Board and of a very fine relationship between the college and the Executive Secretary, who, incidentally, is a member of the college Board of Trustees.

A report prepared by a joint committee of the Conference Board and of the college trustees outlines ten specific areas of co-operation between the Board of Education and the college. The report was adopted by the Conference Board, the college trustees and the Conference itself.

THE DEPARTMENT OF

The Methodist Student Movement

Summer Service of the Methodist Student Movement

H. D. BOLLINGER

"There were more Methodist students doing specifically voluntary religious work in local churches last summer than ever before in the history of any church." This statement was made in the fall of 1941 by a person, not a Methodist, in a meeting of the National Committee on Christian Reconstruction. If this statement was true in the fall of 1941, it may be repeated in the fall of 1942, and probably tells the truth of the situation in so far as the Methodist Student Movement is concerned. Furthermore, student work in the summer is not only in the field of voluntary religious service, but also in other areas as well.

The work of the Methodist Student Movement during the summer may be divided into two main areas of work, leadership training and voluntary summer religious service.

During the month of June, the four regional student leadership training conferences were held, in as many centers in the nation. Into these conferences were brought 375 leaders of religious work on Methodist college campuses and in Wesley Foundations from 140 colleges and universities. There were 40 faculty persons on the staffs of these conferences.

In addition to training the students themselves, the Methodist Student Movement now makes provision for graduate training for campus religious leaders such as directors of religious life on Methodist college campuses and directors of Wesley Foundations. Courses were provided during the summer in the graduate theological seminaries of Emory University, The University of Southern California, and Garrett Biblical Institute. Fifty-seven persons were registered in these courses, most of them being individuals already in the religious leadership of the Methodist Student Movement.

Pastors' schools and summer conferences offer fruitful opportunity for training for religious leadership among college students. At least three such courses were offered this past summer with 50 pastors in the classes.

In recent years there has developed an increasing tendency among college students to give practical expression to their religious experience. It is not enough to have forums and discussions. Hence there has developed a tremendous interest in voluntary summer service projects. One of the first agencies to develop such projects was the American Friends Service Committee. They devised work camps that proceeded with sociological soundness to render service in needy areas. The American Friends Service Committee had eight such camps this past summer. There is also similar work of the International Student Service. The

Methodist Church, through the agencies of the Methodist Student Movement in the Board of Missions and the Board of Education, very early established similar projects. One of these is the Lisle Fellowship, which had two training centers this past summer, one in Lisle, New York, and the other in Denver, Colorado. Not less than sixty students were in these training centers. At least sixteen churches were served by their teams of Christian service. All Lisle Fellowship teams are interracial, interdenominational, and international.

Into these and other Christian volunteer summer service projects, the Methodist Student Movement pours recruits from the campuses. These students return to the campus in the fall, enriched in their religious experience and social outlook. The largest single project in which the Methodist Student Movement is co-operating is the Caravan Movement. In spite of all the competitive factors and difficulties of the times, 82 caravans were in the field this past summer. There were 328 college students and 81 adult counselors on these teams. served 1.200 churches in 50 annual conferences in 32 states. were six Caravan Training Centers at which the students were trained before they went to the field.

In summary, a careful estimate reveals that approximately 625 Methodist college students were either in religious training groups or service projects during the past summer. There were also about 215 adult counselors from campuses in the same areas, a total of 840 persons. They came from approximately 200 Methodist colleges and Wesley Foundations.

The staff of the Department of Student Work was busily engaged in these undertakings. Dr. Harvey

C. Brown, in charge of leadership training of the Department, was recruiting officer for the Caravans. He taught in Caravan Training Centers at Lake Junaluska, North Carolina, and Stockton, California, and in the student leadership training conference at Lake Junaluska. Mr. Harold Ehrensperger, editor of motive, taught at the leadership training conferences at Baker University, Baldwin, Kansas, and at San Anselmo. California. He conducted the worship services at Silver Bay, York. Interdenominational Missionary Conference. Dr. H. D. Bollinger taught in the regional leadership conferences at Baker University and Epworth Forest, Indiana, and also taught the graduate course for student religious leaders at Garrett Biblical Institute.

A letter from Mr. Burch Long, President of the youth organization of the New Jersey Conference, contains the following interesting paragraph:

"We would appreciate it if you would send to us a list of the names and addresses of the Methodist schools and colleges throughout the country and of the persons in charge of the Public Relations Department of said schools. We want to contact them so that we can provide informational pamphlets about each one to the youth of the district, and possibly to the youth of the Conference. Those who are seniors in high school will be making their choice of college now and we should help them in that choice. The information that we can supply may induce many to seek Higher Education who might otherwise neglect the idea."



S.M.U. Dedicates Perkins Gym

Approximately 3,000 students and visitors attended dedication ceremonies of the \$175,000 Joe Perkins Gymnasium at Southern Methodist University (Dallas, Texas). Services marking the presentation of the new building to S.M.U. by Mr. and Mrs. J. J. Perkins, of Wichita Falls, Texas, were combined with the recent twenty-eighth opening convocation of the university.

In accepting the gymnasium, the third large donation of Mr. and Mrs. Perkins to S.M.U., Dr. Umphrey Lee, president, termed the gift a great act of faith, saying of Mr. Perkins, "He has declared his faith in the future of this country and the life for which it stands by building here in time of our national distress for the days of peace, which, please God, we shall have some day."

Preceding presentation of the gymnasium, Bishop Charles C. Selecman, former president, delivered the principal address. Bishop A. Frank Smith introduced Mr. and Mrs. Perkins, who presented the building. The formal dedication was made by Bishop Ivan Lee Holt.

An Apple for the Teacher

Thanks to Higher Education, two valuable western and mid-west crops have been saved.

Albion College (Albion, Michigan) students patriotically answered the call of Albion orchard owners for help in harvesting a heavy apple crop endangered by the heavy frost

which swept the midwest the latter part of September. As a result of their efforts approximately 80 acres planted in Golden Delicious, Red Delicious, Jonathans, McIntoshes, Steel Reds, and Northern Spies will probably yield 20,000 bushels for the market.

On the campus of the College of the Pacific (Stockton, California) 200 students and professors responded to the call when the tomato crop was faced by labor shortage. Administrative leaders re-arranged the college class schedule to permit the volunteer collegiates to work four-hour afternoon and evening shifts. The schedule continued for about three weeks and the tomato crop was saved.

Personalized Bibles for Bennett College Students

Every student enrolled in Bennett College (Greensboro, North Carolina) received a Bible on which her name was engraved in gold at a special service held in the Annie Merner Pfeiffer Chapel.

The gift to the Bennett girls was made possible through the co-operation of Dr. Dan H. Stanton, of Atlanta, Georgia, representative of the American Bible Society, and Bishop A. P. Shaw of The Methodist Church.

President David D. Jones, making the presentation, told the students that "no other book has ever held the place the Bible holds. No other book has so affected and influenced for good the life of mankind." He urged each student to

make her Bible the foundation for her library.

Emory Intensifies Physical Education

Desiring to co-operate with the government in the war effort, Emory University (Atlanta, Georgia) has intensified its physical education program and enlarged its staff of physical instructors. The new schedule calls for each freshman and sophomore to receive six quarters of instruction in physical education as a prerequisite for graduation.

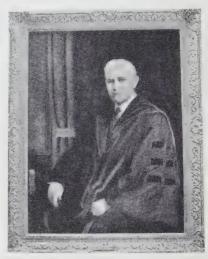
Primary purpose of the new program, according to university officials, is "the promotion of a type of program that emphasizes the fundamental aspects of general physical fitness which will increase the capacity of the students for vigorous work or athletic effort. Such a program will provide students an opportunity to raise their present status of physical efficiency so that they may better meet the standards necessary for military effectiveness."

West Virginia Wesleyan Gets Loar Benefaction

A music hall building on the campus of West Virginia Wesleyan College (Buckhannon, West Virginia) will honor the late Lawson L. Loar. outstanding banker, industrialist. merchant prince, and philanthropist, and his family. Mrs. Loar has made public her intention to finance the building at a cost of approximately \$100,000. As the first step toward the consummation of this plan and as the first contribution to it, Mrs. Loar has executed and delivered to West Virginia Wesleyan College a deed for her palatial home on Mulberry Street. The property will be sold by the college and the proceeds of the sale preserved until normal conditions permit the erection of the building.

LaGrange Receives Portrait of Noted Benefactor

The portrait of Samuel Candler Dobbs, of Atlanta, who for the past



Portrait of Dr. S. C. Dobbs, noted benefactor of Methodist education in Georgia, recently presented to La Grange College.

ten years has served as chairman of LaGrange College Board of Trustees, was presented to the college at commencement by the graduating class of 1942. The portrait was painted by Louie Gregg.

Interested and active in all phases of the Church's program for many years, Dr. Dobbs has been a generous benefactor of practically every Methodist institution in Georgia. He is widely known for a gift of one million dollars made a few years ago to Emory University. He has contributed frequently and liberally to LaGrange throughout the years, his most recent gift being fifty thousand dollars to the endowment fund of the college.

War Spirit Goes Collegiate

"There'll be some changes made," students of Northwestern University (Evanston, Illinois) were told as classes gathered for the eightyseventh annual fall session and wartime changes in all aspects of university life went into effect. Social affairs will be limited to the campus and some eliminated entirely for the duration of the war; fraternities and sororities will hold small dances with radios providing the music in place of formal dinner dances with famous orchestras: the annual homecoming celebration will be on a smaller scale with no parade and no house decorations and the homecoming badges will be made of cardboard instead of metal.

High Gear Program Marked Duke's Summer Session

Duke University's (Durham, North Carolina) accelerated summer program, according to a recent bulletin issued by the University, included the following features:

An enlarged curriculum for the regular summer session in order to promote the accelerated three-year course of study leading to bachelor's degrees; School of Hispanic studies inaugurated on account of increased interest in Spanish studies and expansion of Spanish enrollments; operation for the first time of the summer school of Engineering; a special twelve-weeks' course in communications and radio engineering to train qualified men and women as technical engineering assistants, leading to civil service jobs; operation of a summer term of eleven weeks to complete one-third of a year's academic work; and numerous institutes, assemblies, conference, special lectures, carillon recitals, and a summer cruise of the Duke unit of the Naval R.O.T.C.

American University Offers Summer Term at Nation's Capital

The American University (Washington, D. C.) is a Methodist university and the only Protestant institution of higher learning in the Capitol City. In keeping with the government program of full-time education, the university in 1942 conducted a summer session of nine weeks, the first in many years. The College of Arts and Sciences and the School of Social Science and Public Service had a combined enrollment of about 200 students. Many enlisted men constantly take advantage of such opportunities to pursue their education under government direction.

Being located in the nation's capital, the American University offers an unusual opportunity for cultural advantages and as a laboratory for Political Science, Government and International Relations.

Blackwell Becomes Pastor-Director, Farmville Wesley Foundation

The Rev. H. Conrad Blackwell was appointed pastor at Farmville, Virginia, at the recent session of the Virginia Conference, where he succeeds Dr. E. S. Sheppe, Jr. Farmville is the seat of one of the State Teachers' Colleges and also of a unit of the Wesley Foundation. Mr. Blackwell received his education at Randolph-Macon College, Emory University, and Duke University. He holds the Bachelor's degree from Emory and the Master of Arts from Duke. In addition, he has done graduate work at the Divinity School of the University of Chicago. Mr. Blackwell is not a stranger to a college situation, since he served as professor of Bible at Millsaps College, Jackson, Mississippi, from 1928 to 1932.



For the fourth consecutive year Allegheny College (Meadville, Pennsylvania) has established an all-time enrollment record. On the basis of academic records and entrance tests, the new freshman class, largest in the history of the 127-year-old institution, stands the highest scholastically of any entering Allegheny class.

* * *

For the first time Duke University (Durham, North Carolina) was represented last summer in the field of anthropological studies in Latin America through a program of field expeditions sponsored by Duke, the Carnegie Institution of Washington, and the American Philosophical Society of Philadelphia.

The Duke expedition studied the Indian and mixed populations of Eastern Guatemala with a view to determining their adjustment to the tropical environment, on the one hand, and their adjustment to European influences, on the other.

* * *

Members of the Bennett College (Greensboro, North Carolina) summer institute, to the number of 132, received certificates of achievement in the Child Health and Community Leadership Workshops recently. Each member was accepted on the basis of her ability and potentialities as leader in her community. The Child Health Institute was made possible by the General Education Board and the Community Leadership Workshop was sponsored by the Payne Fund, both of New York.

* * *

In addition to its regular curriculum of liberal arts, Brothers

College of Drew University, Madison, New Jersey, is offering this fall for the first time the first two years of standard engineering work. This is done in response to the demands resulting from the present national emergency.

Naiad, yearbook of Lander College (Greenwood, South Carolina), has been awarded the All-American honor rating for books from women's colleges having an enrollment under 500, by the National Scholastic Press Association.

The only foreign student in Baker University (Baldwin, Kansas), Akara Amachi, graduate of Sacramento Junior College, an American citizen of Japanese parentage, has enrolled for the first semester.

Official word has been received from the office of War Information that the Wiley College Carnegie Library (Marshall, Texas) has been designated as a war information center and placed on a list to receive regularly materials distributed to such centers and offices of Civilian Defense.

University of Denver (Colorado) was host recently to International Relations Clubs from more than a dozen colleges and universities of the Rocky Mountain area.

* * * *

Plans are being developed for the presentation of Handel's "Messiah" as the major event of the pre-Christmas season at Simpson College (Indianola, Iowa).

In process of installation at the

College of the Pacific (Stockton, California) is a \$35,000 Aeolian pipe organ, gift of the S. H. Kress Company.

* * *

Fifteen states are represented in one of the largest freshman classes ever to enter Clark College (Atlanta, Georgia). In addition to Georgia, states represented are: Alabama, Florida, Illinois, Indiana, Kentucky, Mississippi, Nebraska, New York, New Jersey, Ohio, Pennsylvania, South Carolina, Tennessee, and Texas.

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Through a grant by the Rockefeller Foundation, the Hill-Young School of Speech has been established at the University of Denver (Colorado).

* * *

Northwestern University (Evanston, Illinois) has been selected by the Navy's Bureau of Aeronautics and the U. S. Department of Commerce to train large numbers of naval aviators as actual flight instructors and combat aviators. All training will be co-ordinated through the University under the supervision of Dr. Everett L. Edmondson, director of aeronautics in the Technological Institute.

* * *

All new students of Iowa Wesleyan College (Mt. Pleasant, Iowa) automatically become members of the Wesley Club. Meetings are held every Sunday evening. "Bring your date to Wesley Club" has been adopted as the slogan.

* * *

Dedicated on September 28 in Bridgman Hall, the Hamline University (St. Paul, Minnesota) service emblem contains stars for 180 Hamline men and women who have entered the services from the alumni or active student body.

"That the glamor of a uniform may not blind the girls to longrange values" and to give each student the feeling of having a personal friend, students of Nebraska Wesleyan (Lincoln, Nebraska) are to have the benefit of a counseling system instituted this year. According to the new plan, each new student is assigned to a faculty counselor who will keep in close charge with his or her assigned student throughout the entire college course. Both social and academic guidance are included in the counseling.

Late records show that forty-nine Wiley College (Marshall, Texas) men are serving in the armed forces of the United States; ten Wiley men and women are working in various government departments under civil service status or on special assignments; and twenty Wiley graduates are taking professional work preliminary to some type of employment with the government.

More than 300 girls enrolled at Boston University's historic College of Physical Education as the college resumed its fall program, September 29.

A new course, designated as Pre-Service Mathematics, for junior college students featured the opening of Tilton Junior College and Preparatory School (Tilton, Hampshire). Pre-service math is a refresher course, stressing drill in the fundamentals of arithmetic, algebra, goemetry, and elementary trigonometry for the general student. The 20 per cent of Tilton's students who are already enrolled in the Navy V-1 program take the regular college mathematics course which meets the Navy's requirements.

Upperclassmen at Northwestern University (Evanston, Illinois) were greeted by a campus which reflected at every turn Northwestern's participation in the war program. Lunt Building and Swift Hall have been converted into barracks for the 1,000 sailors at Northwestern enrolled in the Naval Radio Operator's School, and three men's and two women's dormitories have been converted to other uses as a result of the war.

Five freshmen entering Boston University's College of Liberal Arts (Boston, Massachusetts) have been awarded tuition scholarships under the provisions of the Prof. Augustus Howe Buck Education Fund. The scholarships are awarded annually to the outstanding applicants in the freshman class. Established in 1916, the fund started with an initial gift of \$100,000, which has since been increased. The scholarships are awarded "to enable young men of unusual promise and of positive Christian character, but with insufficient means to receive a very much more thorough education than they could otherwise obtain."

Wesleyan University (Mitchell, South Dakota) opened this year with an enrollment of 252. which is above the enrollment of last year. However, the enrollment of upperclassmen is lower than last year, chiefly because Weslevan now has more than 100 boys in the service. Ten states and two continents are represented in the student body. Several students are taking advantage of the accelerated program and planning to complete their college work in shorter time by attending school the year round.

The war has caused many

changes in the curriculum of Dickinson College (Carlisle, Pennsylvania), but one which will affect every student is a new "Personnel Service" designed to fit every student into the war program both academically and from the standpoint of military service. Women students will also be advised about educational training which will help them to fit into the immediate war needs.

In his opening address at Dakota University (Mitchell, South Dakota) Dr. Joseph H. Edge, president, urged students to maintain four loyalties: loyalty to home; to their religious heritage; to country; and to their best selves. Dr. Edge suggested that the students show their loyalty to their homes by making the best possible record in college; that they develop their own religious faith and life and practice regular church attendance, private donations and reading sacred literature. Lovalty to country was emphasized as being more important than ever before.

At the request of the students a course entitled "Freshmen Orientation Lectures" is being given for the first time at Northwestern University (Evanston, Illinois). The lectures will be given twice a week. All members of the freshman class are required to attend.

A group of 46 students, having completed a 16 weeks' course of comprehensive training in radio at the U. S. Army Signal Corps Officers' Training School of Northwestern University (Evanston, Illinois) was graduated and have gone into active service with the Army and become candidates for officers' commissions in the Army Signal Corps.

To meet ever increasing demands from war industries for trained workers, Northwestern University (Evanston, Illinois) has enlarged its quota for tuition-free evening courses in engineering and management training to 2,000 students and admitted a larger number of women than previously. The courses do not bear university credit.

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Attracting teachers and administrators from all the colleges of Minnesota a one-day institute on the preparation of college teachers was held at Hamline University (St. Paul, Minnesota) under the auspices of a committee in that field.

Twenty Naval Aviation Cadets received eight weeks intensive ground and flight training early this fall under the supervision of Randolph-Macon College (Ashland, Virginia) before being sent to an advanced flight school. The majority of the cadets, chosen by the Naval Aviation Cadet Selection Board are 18-19-year-old high-school graduates from Virginia, Maryland, and District of Columbia.

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A new course in Principles of Aeronautics has been added to the curriculum at Tilton Junior College and Preparatory School (Tilton, New Hampshire). This course is an elective one, open to seniors in the Preparatory School and to all Junior College students. It includes instruction in navigation and instruments, meteorology, cartography, power plants, aircraft structures and identification, aerodynamics, and communications.

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Albion College (Albion, Michigan) enrolled three more students

in the total college roster on its first day of all-college registration than it enrolled last year on the corresponding date. Of the 719 enrolled the first day, 386 were men and 333 women.

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The service flag at S.M.U. (Dallas, Texas) contains 500 blue stars for the men in service and eleven gold stars for the dead. The class of '17 donated the flag to the university on its silver anniversary.

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S.M.U. (Dallas, Texas) has the only standard fully accredited evening law school in the entire southwest.

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A clinic for war rumors has been created at Syracuse University (Syracuse, N. Y.) by Dr. Warren B. Walsh of the Maxwell School of Citizenship and Public Affairs. The Clinic has been established to gather, investigate and answer false stories or statements which might lead to sabotage of war production centers or military industries or damage civilian morale. The clinic will keep close contact with the F.B.I. Military and Naval authorities, Office of War Information, state and local police.

Dr. Lewis Mathewson, of the Dartmouth College Mathematics Department, and an Albion College (Albion, Michigan) graduate of 1910, has loaned Albion College a microfilm reading machine which will make it possible for Albion teachers and students to secure reading material never before available.

College Not as Usual

Just as in this war "business as usual" is out the window, the college campus will witness a changed order. The college can't be as usual. When we remember that your brothers, relatives, sweethearts and friends are in the army and some of them have died on the battle fields of the world and that thousands of others, including men of this student body, will go, would we not be ungrateful and unappreciative of the situation if we make college life as usual? (From an address on World Citizenship delivered by President J. H. Reynolds at the opening of Hendrix College, September 18, 1942.)

Field Council Meets

Composed of leaders in all phases of the Church's program of Higher Education and representative of all sections of the country, the Field Council of the Division of Educational Institutions met in Nashville October 20 to advise and counsel with the Division Staff on matters relating to its field program.

On the day's agenda were such items as probable effects of the lowering of the draft age; promotion of Student Recognition Day, Race Relations Day, and Methodist Student Day; the expanded program of public relations in behalf of Methodist institutions; the religious program on Methodist campuses; the services and needs of Negro institutions; the inter-relationship of the Conference Board of Education and the church college; the relation of the Conference Executive Secretary to the church college; the program of ministerial training; and, an interpretation of the Methodist Student Movement.

Doctor Goodrich C. White, President of Emory University, speaking on the subject "College as Usual?" was the only formally scheduled speaker on the program, the remainder of the all-day session being given over to informal round-table discussion of problems, purposes and program in the Church's efforts in Higher Education.

Doctor White declared, among other things, that "Students are going into the war seriously. They are going into it grimly. There is very little of the hurrah, flag waving and drum beating of World War I. If I interpret student sentiment aright, there is the conviction that this is a matter of duty, that there is a job to be done, a grim job, and the students are saying, 'we have got to help do it and we are ready.'"

The members of the Field Council, together with the states from which they come, are as follows:

President Fred G. Holloway. Maryland: Doctor Paul Burt, Illinois: President Fred P. Corson. Pennsylvania; Reverend John C. Millian, Maryland: Doctor Charles W. Jeffras, Massachusetts: Doctor Goodrich C. White, Georgia; Miss Ethelene Sampley, North Carolina: Doctor J. W. Henley, Tennessee; Doctor A. L. Gunter, South Carolina; Doctor J. M. Ormond, North Carolina; President M. Lafavette Harris, Arkansas; Doctor L. F. Sensabaugh, Texas; Doctor E. E. Voigt, Iowa; Reverend Clem Baker. Arkansas: Reverend O. E. Allison, Kansas; President Tully C. Knoles. California; Reverend Herman Beimfohr, California; Doctor George A. Warmer, California; Rev. C. L. Clifford, Montana; and Reverend Milton A. Marcy, Washington.

Our Christian Colleges

Are Best Known by Their Fruits

A regular feature honoring representative young alumni and alumnae of Methodist colleges. Nominations are invited from our colleges or from any friend of Christian education

presenting

Jewell Posey McMurry College B.A., 1927

Home Address: Abilene, Texas



Miss Jewell Posey, writer and religious leader of more than local note, was graduated from McMurry College (Abilene, Texas) in 1927 as an English major. Her four-year average of 95 was the highest in her class. She remained at the college for the school year 1927-'28 in the capacity of assistant registrar, a position which she had held during her junior and senior years.

In 1928, contemplating a career as a director of religious education, she went to Southern Methodist University (Dallas, Texas), where in 1931 she received her Bachelor of Divinity degree with a major in sociology and a minor in religious education. By that time, however, the depression was at its height and few churches were employing directors of their religious programs.

After leaving S.M.U., therefore, Miss Posey went into public school work, teaching English in high school for one year. At the end of that time she returned to McMurry as an instructor in English.

During her undergraduate days and since, Miss Posey has been very active in the program of the Church. She has been director of young people's work in her church and is today serving her third term as district director of the Abilene District of Young People's Work. For two years she was superintendent of the Sunday School in her local church. Both as a student and as an adult she has been a leader in the Methodist Student Movement of Texas.

Vitally interested in religious education and possessing a good background of training and experience for the post, Miss Posey was last year made director of religious activities on the McMurry campus. During the summer of 1942 she attended Emory University (Atlanta, Georgia) to take special courses in Candler School of Theology's newly organized offerings in the field of student work.

This fall Miss Posey is offering a new course in the Department of Religion at McMurry which carries the title "Christian Service" and which is a study designed to give a student a practical knowledge of churchmanship—that is, of methods of applying through his church and otherwise his Christian education.

Writing, reading, and conversing with her numerous friends of various ages and positions in life are Miss Posey's chief hobbies.

